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УДК 378:81(045)

## **REVIEW OF POSSIBLE METHODS FOR TEACHING TECHNICAL DISCIPLINES BY ENGLISH FOR FOREIGN STUDENTS**

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The report considers the content of teacher training and methods of teaching technical subjects in a foreign language with a special bias in the direction of language learning especially for disciples. The basic principles of teaching technical disciplines are sometimes in line with known methods of learning English [1].

To learn to speak English, you need a certain system, or, as it is more often called, the method of teaching English, which would allow you to fully accomplish the tasks, namely: to acquire the skills of reading, understanding speech by ear, speaking and writing in the language you are learning.

During the lessons, students studied new vocabulary, syntactic constructions, discussed rules, and also read and translated texts, did written assignments and sometimes listened to audio recordings. The development of conversational skills took only 10% of the time from the class. As a result, the person understood the texts in English and knew the grammatical rules, but could not speak. That is why it was decided to change the approach to learning. Thus, instead of the fundamental "classics" appeared the following methods: communicative; project; teaching; intensive; active.

Communicative is main principle of use the lexical units and grammatical constructions, studied in speech lessons, both verbal and written. All activities that are developed in accordance with the principles of this modern method of teaching English are, if possible, conducted in a foreign language, or with a minimum inclusion native speech. Moreover, the teacher only directs students, asks those questions and creates a communicative situation, while 70% of the time from the whole class is spoken by the students. It is noteworthy that this method is the basis for teaching a foreign language at school. And yet some of the techniques of the classical school are still used today. So, for example, teachers to this day share their knowledge of the theory of English with their students; ask written exercises to improve grammar and vocabulary.

This method of teaching has long been used in schools and universities around the world, and more recently, it is becoming more and more firmly in the educational activities of students. Its meaning consists in using the studied material in practice and is optimal for application at the end of the whole module, when it becomes possible to assess the degree of mastering the educational material. So, for example, students present their projects on different topics, are engaged in serious developments, for example, in the field of environmental protection.

Unlike the training methods described above, for which favorable conditions have been created, the training approach is based on independent study, with the amendment that the students are given already developed structured material and visually explained by the teacher. As in any training, the student receives a portion of theory, remembers the rules and uses them in practice. Very often this technique is used in online training.

Its main advantages are the availability of a carefully thought-out program, the supply of information necessary to improve the level of English proficiency in the most accessible form and the ability to independently plan a training schedule.

The intensive methodology has become especially popular among those who want to learn how to speak English in the shortest possible time. To achieve this seemingly unrealistic goal allows a high level of stereotyped language – English is 25% consists of a cliché. Due to the study of a large number of stable expressions, their memorization and working out, a person can learn to explain himself in a foreign language and understand the interlocutor for the remaining time.

Active methods of teaching are singled out as a separate group, examples of the most widely used methods are given below: Round table; Brainstorm; Business game; Game methodology for learning English for children.

A round table is a method when a teacher formulates a problem and offers a task: to assess the significance of the problem, to show all the pros and cons, to determine the possible outcome, etc. Students should speak out on the presented question, argue their position and eventually come to a common solution.

Brainstorming - this technique is also aimed at discussing and solving a problem. However, according to this method of teaching, the audience is divided into two groups – «idea generators», which actually offer ideas and «experts» who, after the «storm», assess the position of each «generator».

Business game – when the teacher prepares a problem for the studied topic and explains the rules. As a rule, the proposed tasks mimic tasks and real-world situations, for example, finding faults and malfunctions, improving any parameters, etc.

Role-playing technique. Its main advantages are the lack of a coercive mechanism for employment and a great deal of interest. The teacher offers a variety of tasks, during which students learn to apply the accumulated knowledge.

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УДК 004.9

### **ИСПОЛЬЗОВАНИЕ МУЛЬТИМЕДИЙНЫХ ПРЕЗЕНТАЦИЙ НА ЗАНЯТИЯХ ПО ДИСЦИПЛИНЕ «КРАЇНОЗНАВСТВО» НА ЭТАПЕ ДОВУЗОВСКОЙ ПОДГОТОВКИ ИНОСТРАННЫХ ГРАЖДАН**

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В современных условиях довузовской языковой подготовки иностранных граждан актуальной задачей становится создание электронных дидактических материалов (ЭДМ), целенаправленно разработанных для использования в учебном процессе с помощью дистанционных технологий, но построенных в соответствии с содержанием учебной темы и методикой преподавания учебной дисциплины, за счет чего становится возможной плавная трансформация традиционного учебного процесса в познавательную деятельность с новыми возможностями [1].